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ABSTRACT

The Queens Chinese/Korean Bilingual Language Arts Resource Center operates at Newtown High School, in a multiethnic neighborhood in Queens, New York. The program, designed to provide bilingual educational services and curricular materials to Chinese and Korean students (grades 9-12) at Newtown, and ancillary services to students at Bryant High School, has several objectives: (1) to provide participants with the skills they need to function in mainstream classes; (2) to help students complete their high school education and pursue higher education; (3) to encourage the development of a positive self image; and (4) to eliminate or reduce content-area failures in social studies and in Chinese language arts (this objective is part of the Chapter 720-funded component). The program includes classroom instruction, curriculum development, supportive services (grade advisement and guidance, family assistance, extracurricular activities); staff development; and parental involvement efforts. This report describes program activities and objectives, and provides data on program results, including student achievement in all subject areas and parent achievement in English. (GC)

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O.E.E. Evaluation Report

February, 1983

Grant Number: G00-780-4261

NEWTOWN HIGH SCHOOL
QUEENS CHINESE/KOREAN BILINGUAL
LANGUAGE ARTS RESOURCE CENTER
1981-1982

Principal:
Mr. Joseph Weintraub

Project Director:
Dr. Margaret Pan-Loo

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UD 023 063

O.E.E. Bilingual Education Evaluation Unit

Ruddie A. Irizarry, Manager
Judith A. Torres, Evaluation Specialist

Prepared by:

Michelle Choy
Rima Shore

Assisted by:

Armando Cotayo

New York City Public Schools
Office of Educational Evaluation
Richard Guttenberg, Director

BOARD OF EDUCATION OF THE CITY OF NEW YORK

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Chancellor

RICHARD F. HALVERSON
Deputy Chancellor

THOMAS K. MINTER
Deputy Chancellor
for Instruction

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QUEENS CHINESE/KOREAN BILINGUAL

LANGUAGE ARTS RESOURCE CENTER

Location:	48-01 90th Street Elmhurst, Queens
Year of Operation:	1981-1982
Target Languages:	Chinese, Korean
Number of Students:	383 Students (272 Chinese, 111 Korean)
Principal:	Mr. Joseph Weintraub
Project Director:	Dr. Margaret Pan-Loo
Funding Sources:	Title VII, Chapter 720

I. DEMOGRAPHIC CONTEXT

The Queens Chinese/Korean Bilingual Language Arts Resource Center operates at Newtown High School in the Elmhurst-Corona area of Queens. Most students walk to school; some commute by bus or subway. The attendance area encompasses low- and middle-income families of multi-ethnic backgrounds living in one- to three-family houses. Small businesses -- many operated by local residents -- are also found in the neighborhood.

It has been estimated that the population of the area is 17 percent Asian, 40 percent Hispanic, 13 percent black, and 30 percent white. The Asian community includes immigrants from Korea, the People's Republic of China (hereafter referred to as the P.R.C.), Hong Kong, Taiwan, Vietnam, and other parts of Southeast Asia. Many received adequate educations before their arrival in this country but have not been able to find suitable jobs due to linguistic and economic barriers. The great majority of students in the program speak their native languages at home, in their communities, and with each other at school.

II. STUDENT CHARACTERISTICS

OVERVIEW

Of the students enrolled in Newtown High School during 1981-1982, approximately 50 percent were native speakers of Spanish, 36 percent of English, and 14 percent of Chinese or Korean. Of the 383 students served by the program, 272 were Chinese-dominant and 111 Korean-dominant. The ratio of male to female students was three to two. All were foreign-born. Of the Chinese population, 47 percent came from the P.R.C., Taiwan, Hong Kong, and Macau, while 24 percent immigrated from Vietnam and other Indo-Chinese countries. Students enrolled in the program throughout the year; there were 31 new arrivals during the spring, 1982 term.

The number of Chinese and Korean students enrolled at each grade level in the spring of 1982 is shown in Table 1.

TABLE 1

Number of Chinese and Korean Students by Grade (Spring, 1982)

Grade	Chinese	Korean	Total
9	76	14	90
10	118	35	153
11	43	30	73
12	35	32	67
TOTAL	272	111	383

.Two-thirds of the program students are in either grade 9 or 10, with the highest percentage of students at grade 10.

Table 2 shows the languages spoken and the countries of birth of program students for whom information was provided. These students speak a variety of languages and have a variety of national backgrounds.

TABLE 2

Number and Percentages of Students by Language and Country of Birth

Language	Country of Birth	Number	Percent
Chinese-Cantonese	Vietnam	59	16.0
	People's Republic of China	56	15.2
	Hong Kong	39	10.6
	U.S.	3	0.8
	Laos	1	0.3
	Other Asia	1	0.3
Chinese-Mandarin	Taiwan	45	12.2
	Vietnam	27	7.3
	People's Republic of China	22	6.0
	Cambodia	2	0.5
	Laos	2	0.5
	Korea	1	0.3
Chinese-Other	Brazil	1	0.3
Korean	Korea	74	20.1
Vietnamese	Vietnam	30	8.1
Other Asian	Laos	2	0.5
	Thailand	1	0.3
English	U.S.	3	0.8
TOTAL		369	100.0

.Forty-three percent of the students speak Cantonese.

.Thirty-one percent of the students were born in Vietnam.

.Six students were born in the United States, however only three report English as their home language.

The number of program students by sex and grade level is shown in Table 3. Tenth-grade males comprise the largest group of students served.

TABLE 3

Number and Percentages of Students by Sex and Grade

Grade	Male N	Percent of Grade	Female N	Percent of Grade	Total N	Column Total: Percent of All Students
9	71	63	42	37	113	31
10	97	56	76	44	173	47
11	36	61	23	39	59	16
12	9	39	14	61	23	6
TOTAL	213	58	155	42	368	100

- Most (58 percent) of the program students are male, and the male students outnumber the female students at all grade levels except for grade 12.
- Although enrollment increases from grade 9 to grade 10, it declines from grade 10 to grade 12.
- Most of the program students are in grade 10.

Program students' educational histories vary considerably. Some arrive with strong academic preparation. A Korean-dominant student recounted the courses she was taking when she left for America: they included English, German, French, Chinese characters and reading, intermediate algebra, science, and economics.

Other program students, due to interrupted schooling or lack of educational opportunities in their countries of origin, have received fewer years of education than their age or grade level would indicate. Bilingual program students are reported by age and grade in Table 4.

Students' age and economic circumstances often put them under considerable pressure. Many maintain after-school or weekend jobs in vegetable stores, restaurants, or factories. Program staff reported that most are serious students who attend class conscientiously and apply themselves to their work.

TABLE 4

Number of Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	13	1			14
15	31	32			63
16	23	51	12		86
17	17	36	9	4	66
18	13	33	20	6	72
19	8	11	10	6	35
20	3	4	8	4	19
21		4		3	7
22		1			1
Total	108	173	59	23	363
Overage Students Number	64	89	38	13	204
Percent	59.3	51.4	64.4	56.5	56.2

Note. Shaded boxes indicate age range for the grade.

.Fifty-six percent of the program students are overage for their grade. The highest proportion of overage students is in grade 11.

.Most program students are 16 years of age. Most of these are in grade 10.

.Approximately 79 percent of the students are of legal age to drop out of school. Of these, 71 percent are in grades 9 and 10.

DIVERSITY/ETHNIC COMPOSITION

The target population comes from diversified geographical areas with various linguistic backgrounds. In general, students who immigrated from Hong Kong and ethnic Chinese students from Vietnam speak the Cantonese dialect; those from Taiwan speak Mandarin; those from the P.R.C. may speak either. In addition, some students can also speak other Chinese dialects such as Taishanese or Fuchienese. Students from the P.R.C. write with simplified Chinese characters while the rest of the Chinese students use the traditional standard characters.

Students in the program also represent a wide range in terms of socio-economic status, cultural background, and educational experience. Many of the students from Vietnam have experienced political upheaval, social disruption, and personal loss; some have come to New York City as foster children. This group tends to have more difficulties in adjusting to their new social setting, an unfamiliar culture, and a new language.

LANGUAGE PROFICIENCY

Almost all of the Korean-dominant and Chinese-dominant immigrants had extremely limited English ability when they enrolled in the program. This language barrier seriously affected their school performance, as indicated by their poor academic records and high dropout rate.

Comparatively speaking, program students from Hong Kong and Taiwan have shown a high degree of literacy in English and Chinese. Students from the P.R.C. -- a small group in the program -- have shown

a rather low level of literacy. However, their performance varied according to whether they came from urban or rural districts, and their family backgrounds. Ethnic Chinese students from Vietnam, many of whom were "boat people," lagged behind all the other groups in the use of both English and Chinese. Many of these Vietnamese students -- who constituted the largest percentage of program participants -- are overaged. As the program coordinator commented, these students needed both intensive training and extra time to complete their high school education; the prospect of being discharged from school at age 21 is extremely demoralizing for these new Americans.

III. PROGRAM DESCRIPTION

BACKGROUND

Newtown High School was the first school in New York City to undertake a tax-levy bilingual program for Hispanic students. This occurred in the 1960's when the area's Chinese population was small. But as the local Chinese community grew, it became desirable to establish Chinese-language courses to serve Newtown's continually increasing Chinese enrollment. The Chinese/Korean bilingual program was initiated in 1978; its original proposal cited the increase of Asian students in the city's public high schools from 1.5 percent (1968) to 2.7 percent (1977). The 1981-1982 school year was the fourth year of the program, and the final year of the current funding cycle.

PROGRAM OBJECTIVES

The Queens Chinese/Korean Bilingual Language Arts Resource Center is designed to provide bilingual educational services and curricular materials to Chinese and Korean students enrolled in grades nine through twelve at Newtown, and ancillary services to students at Bryant High School. The short-term objective is to provide program students with the skills that they need to function in mainstream classes. The long-term objectives are to help students complete their high school education and pursue higher education, and to encourage the development of a positive self-image.

In addition to these program goals, the Chapter 720-funded component specifically proposes to eliminate or reduce content-area failures among the Korean and Chinese LEP students in social studies and in Chinese language arts.

The program includes the following components: classroom instruction (English as a second language course, native languages courses in Chinese and Korean, world studies, global history, biology); curriculum development; supportive services (grade advisement and guidance, family assistance, extracurricular activities); staff development (in-service training, meetings and workshops, university courses); and parental involvement. The Resource Center also provides native language and social studies instruction to students at Bryant High School in addition to part-time supportive services supplied by two Title VII-funded family/community liaisons.

PROGRAM ORGANIZATION

The program's relationship to the school administration was described in the 1980-1981 evaluation report. Briefly, it operates under the administration of the principal of Newtown High School who also supervises the assistant principals for administration, guidance, and subject areas. The project director administers the center's program, supervises staff, develops a training program, and directs liaisons with the community.

In general, the program is mature and well developed. Over the past two years, a structural change has evolved which has resulted in greater integration of the program into the school's academic life. In the past, all bilingual teachers were supervised by the assistant principal in charge of E.S.L. and foreign-language instruction. Now, teachers attend meetings in their subject/discipline departments, and

work under the supervision of the assistant principals responsible for these areas. In this way, teachers receive more specialized direction and information from their departments. In addition, they are better able to keep track of the corresponding mainstream courses to ensure that bilingual curricula parallel mainstream content-area courses, and they can better follow up on the progress of mainstreamed program students.

Program-School Relations

In speaking with the school's principal, the evaluator received the impression that he was committed to serving Korean- and Chinese-dominant students, and supported the program's short- and long-term objectives. He said that he was gratified that annual evaluation reports prepared for the state and federal governments have demonstrated that the program is doing an excellent job. He confirmed that the program's new organization, linking bilingual teachers to subject/discipline departments, had led to fuller integration of the program into the school's overall structure. He spoke of the project director as a person of particular competence who has kept up with the latest developments in bilingual instructional strategies.

In his opinion, the need for a bilingual program for limited English proficient (LEP) students has been keenly felt by the school's administration and mainstream faculty, which generally support the program. The program staff has established a cordial relationship with the larger faculty, although some mainstream teachers have found that bilingual teachers tend to keep very much to themselves. Faculty meetings and schoolwide staff development programs have been instrumental in

encouraging a closer relationship between the program and the school.

The principal stressed his full support for the program. If Title VII funding ended, he would expect the program to continue with tax-levy funding, but the limited number of paraprofessionals might result in more limited services to students.

STAFFING PATTERNS AND FUNDING SOURCES

During the 1981-1982 school year, the Title VII staff consisted of the following: one project director; two curriculum specialists; one grade advisor; two paraprofessionals; and one secretary. Other personnel included two community workers funded by D.C. 37, and E.S.L. and bilingual content-area teachers funded by tax-levy and Chapter 720. Table 5 represents the funding sources of the instructional component.

TABLE 5

Funding of the Instructional Component

Course	Funding Sources	Number of Personnel Teachers	Paras
E.S.L.	Tax-levy	4.2	
	Chapter 720		0.5
Native Language	Tax-levy	1.6 (Chinese) 0.6 (Korean)	
	Chapter 720		0.5 (Chinese) 1.0 (Korean)
Social Studies	Tax-levy	0.4	
	Chapter 720	1.0 (Chinese) 0.8 (Korean)	0.5 (Chinese)
	Title VII		1.0
Science	Tax-levy	0.1 (Chinese) 0.2 (Korean)	
	Title VII		1.0 (Chinese)

.Total number of teachers funded by tax-levy = 7.1

.Total number of teachers funded by Chapter 720 = 1.8

.Total number of paraprofessionals funded by Title VII = 2

.Total number of paraprofessionals funded by Chapter 720 = 2.5

STAFF CHARACTERISTICS

The bilingual staff members have an average of ten years of monolingual teaching experience and an average of three years of bilingual teaching experience. They represent a wide range of specialization and are proficient in different languages. One curriculum specialist has expertise in history and education; the other concentrated in chemistry and E.S.L. The paraprofessionals specialized in biology, history, and economics, and were exceptionally well qualified.

IV. INSTRUCTIONAL COMPONENT

OVERVIEW

Newtown High School operates on double session. All bilingual classes are offered in the second session which runs from 11:27 a.m. to 4:00 p.m. Each bilingual class meets for 40 minutes, five times per week. In 1981-1982, the bilingual program offered the following courses:

--world studies in Cantonese/Mandarin/Korean;

--general science in Cantonese/Mandarin/Korean;

--global history in Cantonese/Mandarin/Korean;

--biology in Cantonese/Mandarin;

--native-language instruction in Chinese/Korean.

PROGRAMMING

The program aims toward transition to the mainstream within two years. Students generally receive bilingual instruction in the content areas in the ninth and tenth grades, and enter mainstream classes in the eleventh grade. Those who are not ready for or feel hesitant about mainstreaming attend transitional classes where content-area courses are taught in simplified English.

Students are eligible to participate in the program when their scores fall at or below the twentieth percentile on the Language Assessment Battery (LAB). Each student's program is worked out by the grade advisor who takes into account such factors as their E.S.L. levels, the number of credits earned in the native country (if previous educational records

are available)* age, and motivation. Each student's program consists of intensive E.S.L. instruction and/or transitional English, bilingual courses in the content areas, and mainstream courses, including mathematics, music, art, and physical education. The project director noted that this year students had more flexibility in their choice of elective subjects.

In order to serve students of different linguistic levels, the program introduced tracking in many courses, including Chinese, Korean, social studies, and science. In a Chinese class where students varied greatly in language ability, the class was divided into groups according to a pre-test and a questionnaire. The group with weaker native-language skills was made up primarily of ethnic Chinese students from Vietnam, while the group with stronger skills included primarily students from Hong Kong and Taiwan. Separate instruction and assignments were given to each group; these groupings were rather flexible and students often switched from one to the other.

TRANSITION

Teachers and students view the program as a vehicle for giving students the competence and the confidence to enter mainstream classes. Upon the completion of all E.S.L. courses up to TR5 (transitional English) and all available bilingual content-area courses, program students are ready for transition. Earlier transition can be arranged for students

*The project will accept, in lieu of official records sent from the native country, report cards or other documents indicating level of education completed or an affidavit attesting to the number of years of previous schooling.

who demonstrate outstanding academic ability and satisfactory progress in English. Students whose parents have requested mainstreaming are retested on the LAB, and are allowed to transfer if their scores are above the twentieth percentile (equivalent to a sixth-grade reading level). Only one parent was reported to have made such a request in 1981-1982. While it cannot be assumed that they are representative of the entire program population, several students interviewed during site visits said they were anxious to be mainstreamed.

Mainstreamed students continued to receive guidance and supportive services from the program. In 1981-1982, approximately 120 students made use of such services while taking their content-area courses in English.

NATIVE-LANGUAGE INSTRUCTION

The program provides a comprehensive curriculum of native-language instruction to each language group. Chinese is offered at ten (one-semester) levels: levels 1 and 2 emphasize pronunciation, introducing the Romanization system. From level 3 on, Chinese tradition, customs, contemporary history, and literature are taught. Korean is offered at eight levels. Two teachers who specialize in different areas share the teaching in one Korean level 8 class; one teaches Korean history/grammar two days per week, while the other teaches Korean poetry three days.

In classes where students' linguistic levels vary greatly, students have been divided into smaller groups (discussed in greater

detail above under programming). As students reach the higher levels, they work on translation to improve their command of English syntax and usage.

The instruction in native languages in both fall and spring of 1981-1982 are presented in Table 6.

TABLE 6

Instruction in Native Languages

Course Title and Level Fall and Spring	Number of Classes	Average Class Register
Chinese 1/2	3	34
3/4	5	27
6/8	3	34
5/7/9	3	34
Korean 1/3	2	15
2/4	1	19
5	1	28
4/6/8	2	22

The center provides bilingual instruction in global history, world studies, general science, and biology offered at two levels. Of these subjects, students can register for the Korean, Mandarin, or Cantonese classes (except for biology which is offered only in Mandarin and Cantonese). The curricula and testing material correspond with those used in mainstream classes. By receiving bilingual instruction and using materials in their native language, students are able to master these courses as required for graduation; simultaneously an environment is made available for them to develop their English skills according to

their individual abilities. Table 7 presents bilingual instruction in content areas in the fall, 1981.

TABLE 7

Bilingual Instruction in Content Areas (Fall, 1981)

Course Title	Number of Classes	Average Register
Cantonese global history	1	21
Mandarin global history	2	16
Korean global history	1	16
Cantonese global history	1	27
Mandarin general science	1	15
Korean general science	1	16
Cantonese biology	2	20
Mandarin biology	1	15
Cantonese world studies	2	29
Mandarin world studies	1	14
Korean world studies	1	17

Students take mathematics in the mainstream since the subject makes fewer linguistic demands. Math tutorials are set up by paraprofessionals who explain the different mathematical terms and concepts in the students' native languages.

BILINGUAL CLASS OBSERVATIONS

In a social studies class, oral instruction was given in English while words on a vocabulary list were written in Chinese on the board. The topic was the Age of Reason. In defining similarities and differences between old and new ideas, students were encouraged to think over a series of questions posed by the teacher in English. About two-thirds of class time was conducted in English.

In a biology class, the student enrollment was over 30. The teacher was aided by a paraprofessional who performed clerical work and answered individual student's questions. It appeared that the bilingual hand-out facilitated students' acquisition of certain more sophisticated concepts.

An English as a second language class (TR3) was practically oriented. The teacher stated that students learn to read newspaper articles and to understand the classified section. They work on writing short biographical statements, and learn to fill out applications for employment or other official business. The class observed by the evaluator was devoted to preparation for using a dictionary; students worked on alphabetizing series of words. They appeared to perform willingly and well on written work, but to have more trouble expressing themselves orally. Girls in the class were particularly reticent; this corresponded with the teacher's impression of a typical pattern in program classrooms.

A Korean language class observed by the evaluator was taught by a teacher and an educational assistant. The teacher presented new material, fielding students' questions frequently and using the blackboard to clarify difficult points. She then turned the class over to the educational assistant, who returned a test based on literary passages which the class had read, and reviewed right and wrong answers. The class was conducted entirely in Korean.

MAINSTREAM CLASSES

The number of students and the selection criteria for mainstream class enrollment during 1981-1982 are shown in Table 8.

TABLE 8

Student Enrollment and Selection Criteria for Mainstream Classes

Content Area	Number of Students Fall	Spring	Criteria for Selection
Algebra	38	47	Placement
Intermediate algebra	23	19	Placement
Geometry	24	20	Placement
Eleventh-grade math	6	8	Placement
Applied math	16	16	Placement
Music	12	16	Required
Art	16	20	Required
E.S.L. Typing	9	12	Elective
M.A.1R. (Remedial math)	66	55	Placement
Fundamental math	28	31	Placement
Physical education	228	228	Placement

Program students participated in such mainstream courses as art, music, and physical education as well as math. In these classes, and through their participation in the lunchroom and extracurricular activities, bilingual students are integrated into the school population.

The short-term objective, to provide program students with the skills necessary to function in mainstream classes was quite successful since 61 of the 102 students who left the program were fully mainstreamed (see Table 9).

TABLE 9

Number of Students Leaving the Program

Reason For Leaving	Grade 9	Grade 10	Grade 11	Grade 12	Total
Fully mainstreamed			44	17	61
Discharged/ transferred to altern. program	1	3			4
Transferred to another school	7	13	1		21
Graduated				1	1
Returned to native country		1			1
Removed from program by parental option		1			1
Discharged (Job)	2	4			6
Discharged (Reason Unknown)	3				3
Truant		1			1
Other	1	2			3
Total	14	25	45	18	102

.Of the students that left the program, most (61) were mainstreamed.

.Those that were not mainstreamed either transferred to another school (21), were discharged in order to go to work (6), were transferred to an alternative program (4), were discharged for unknown reasons (3), graduated, returned to their native country, were removed by parents, were truant, or left for some other reason (3).

INSTRUCTIONAL SERVICES AT BRYANT HIGH SCHOOL

One of the activities of the program during the 1981-82 school year was the setting up of two new classes for Chinese students at Bryant High School -- one in Chinese language arts (Level 3), and another in bilingual global history II. The Chinese language arts course was established under the aegis of the foreign-language department. Taught by a Chapter 720-funded Chinese (Mandarin and Cantonese) -dominant teacher working out of the Newtown Resource Center, the class was attended by 28 students who were given foreign language credit after successfully completing the course. A text entitled "Selected Chinese Readings," developed by the Title VII-funded resource specialists and paraprofessionals was used.

The bilingual Chinese global history II class consisted (in spring '82) of Chinese LEP students selected from a "Resources" class, a social studies class given in English for foreign-born students of all ethnic backgrounds. The students enrolled in this class were new admissions from mainland China with an especially poor grasp of English; therefore, the course was conducted with bilingual teaching methods. Supplementary materials, exercises, exams, and tests prepared in Chinese by the Title VII-funded staff at the Newtown Resource Center were used by the students.

V. NON-INSTRUCTIONAL COMPONENT

CURRICULUM AND MATERIALS DEVELOPMENT

Curriculum development was conducted by two resource specialists with the assistance of the paraprofessionals. During 1981-1982, the bilingual program developed comprehensive bilingual curricula in the following areas:

--Chinese language arts (used at Bryant High School);

--world studies I and II in Chinese and Korean;

--general science I and II in Chinese and Korean;

--world history in Chinese and Korean;

--biology in Chinese and Korean;

--art materials in Chinese and Korean;

--bilingual economics vocabulary list in Chinese.

Due to changes in regulations instituted by the Board of Education during 1981-1982, global history replaced world history. Designing bilingual materials for this new course became the resource specialists' priority. In drafting their work plan, they consulted content-area teachers as well as students. For example, before preparing the bilingual economic vocabulary list, they asked students which were the most difficult vocabulary items in this area.

The materials and curricula were designed to meet program students' specific needs. Program-developed materials have avoided problems with Chinese-language textbooks such as a different cultural context and the literary style of the language used in the texts which has proved rather difficult for program students.

A social studies teacher stressed that development of texts in the native language does not discourage students from learning English. Students are asked to read the bilingual material at home so that they can grasp the concepts in their native language before they come to class. Then, during class time, they are expected to be able to absorb English texts more rapidly and to speak in English about new concepts with some confidence.

SUPPORTIVE SERVICES

Supportive services were primarily provided by the Chinese-speaking grade advisor and two Title VII-funded family/community liaisons, one Chinese-dominant (speaking both Cantonese and Mandarin) and the other Korean-dominant.

In addition to her responsibilities of testing, programming, and maintaining participants' records, the grade advisor counseled students in the program. She worked with them in resolving academic problems, developing career plans, and dealing with adjustment to their new setting.

The grade advisor noted that the program's large number of overaged students urgently need supportive services. Most of these students enrolled in the program at about age 20, and are liable to be discharged before they have completed graduation requirements. Individual counseling is needed to inform them of alternative means of obtaining high school diplomas or ideas about entering the job market. She added that a few overaged students who left school have managed to complete

their high school courses after attending evening courses for one or two years, and have gone on to college.

In conversations in the lunchroom, several students reported that they would consult the bilingual grade advisor for different types of supportive services, including information about course requirements and advice on academic matters. A few students said that non-bilingual grade advisors had not honored their program requests, and had made inappropriate placements. The grade advisor said that misconceptions about requirements had caused these complaints.

Program students often have problems stemming from their families' strained economic circumstances; many have part-time jobs to help their families. For those students whose academic work has been affected by work schedules, counseling has been provided to assist them in efficient time management, setting long-term goals, and seeking financial assistance from social welfare agencies. This year, the program has made arrangements for guest speakers to present two career talks about the many career opportunities for LEP students. The two family workers, working closely with the advisor, made phone calls and occasional visits to consult parents in solving the problems that impede program students' academic progress.

SUPPORTIVE SERVICES AT BRYANT HIGH SCHOOL

Eligible students at Bryant receive part-time services from the two Title VII-funded family/community liaisons. Working closely with Bryant's guidance staff, they give help to students and parents, translating materials when necessary, and facilitate communication (and

meetings) between home and school. They assist students who have health problems, and take part in cultural activities, such as advising the Korean Culture Club, and special events. In previous years, the program made these ancillary services available to students at five other Queens high schools as well.

A Chinese-dominant teacher and a Korean-dominant teacher, both Chapter 720-funded and working out of the Newtown Resource Center, also provide Korean and Chinese students with much-needed counseling and tutorial services. One teacher works in a guidance function one period every day for all Korean students who seek her help. Thirty Chinese students were divided into 10 small groups of three; each small group meets with the Chinese-dominant teacher one period per week for general guidance and tutoring in all subjects.

Both teachers translate school notices and letters to parents and students into their native languages, translate transcripts from the students' native countries into English, and act as liaisons between the school and Chinese and Korean parents when discipline problems are encountered.

STAFF DEVELOPMENT

Staff development activities were an ongoing part of the program. At the beginning of each semester, the project director conducted pre-service and in-service training for the staff as a whole and for individual staff members.

Monthly faculty conferences, department conferences, and bilingual staff meetings were held to facilitate planning and coordination, and to broaden the staff's understanding of general and bilingual instructional strategies.

A workshop on Chinese philosophical and cultural perspectives was organized. Three sections of demonstration classes on Chinese calligraphy and brushwork were attended by all bilingual staff.

During 1981-1982, program staff members received training at the following institutions of higher education:

Staff Member	Courses	Goal	Institution
Professional	Comparative Functional Histology 673	M.S. (Secondary Sch. Ed.)	Long Island University
Professional	Educational Practicum E.S.L. Teaching Methods	Self-improvement	Queensborough Community College Long Island University
Paraprofessional	Accounting/Bookkeeping	Self-improvement	La Guardia Community colege
Paraprofessional	Accounting Finance Chinese Cobol Programming	B.A.	Pace University
Paraprofessional	Technical Math A	A.S. Electrical Technology	Queensborough Community College

The success of the staff development program can be seen in the following staff achievements:

--one paraprofessional became qualified as a resource teacher;

--one classroom teacher attained a Ph.D. degree in bilingual education;

--one bilingual teacher was appointed as the bilingual coordinator of a school district;

--one graduate of Newtown High School became qualified as a paraprofessional.

During 1981-1982, the project director attended several professional meetings and conferences, including:

--National Association for Asian and Pacific American Education Conference;

--TESOL: sixteenth Annual Convention;

--National Workshop on Refugee Educational Assistance.

Other members of the staff attended local and regional conferences, seminars, and workshops dealing with bilingual education or other relevant topics.

PARENTAL INVOLVEMENT

The program sought to encourage parent involvement in several ways. First, the Parent/Student/Community Advisory Committee, chaired by the principal, held two formal meetings each semester during the year. The chief purpose was to inform parents about school policy, expectations for students, recent changes in requirements, and the curriculum.

Parents were welcome to visit the program office every Friday to offer suggestions or reactions, to raise questions, or to review materials with the project director. In 1981-1982, four open school nights were scheduled during which teachers held conference with parents concerning students' progress in school and their personal problems.

In addition to these opportunities for monitoring their children's academic progress, parents also had access to E.S.L. adult education classes which incorporated a citizenship program. Forty parents enrolled in these classes and over half of them completed the entire course. These classes not only improved their English proficiency but also served as an effective medium for communicating information about program activities. Moreover, frequent flyers and notices were distributed to parents and the larger community. This year, the program has organized various activities for parents including special meetings, an "open day," and field trips to Great Adventure and the Museum of Natural History, organized to introduce American culture to parents of program students.

AFFECTIVE DOMAIN

In general, students viewed the program positively. They realized their need to enroll in bilingual courses which allowed them to master content areas in their native languages, and to learn English at a comfortable pace. As might be expected, some students had varying opinions about bilingual classes, In a conversation (in Chinese) between the evaluator and students in the lunchroom, some participants commented that certain courses proceeded too rapidly, and that they would learn more if the pace were slower. One Korean-dominant student said that her parents were reluctant to have her separated for a significant part of the school day from English-dominant American students and teachers. Some students said that they could seek academic help in tutorial sessions. Other program students who had been skeptical about the bilingual program developed a positive view after they were mainstreamed.

All program students participated actively in extracurricular activities, including the Chinese cultural club, the Korean cultural club, the Oriental and the Asia cultural club. In 1981-1982, the attendance rate of program students was consistently high. No students were suspended, and only 15 students left the program for reasons related to health, work, overage, or change of residence.

Data on Newtown's June, 1982 graduating class showed that 71 students had participated in the bilingual program. Of these graduates, 66 were planning to enter four-year colleges, and five to enter two-year colleges. Of the present program students, all high school seniors (23) planned to attend college.

During the evaluator's visit, a few graduates of the previous year came back to the program office and discussed their educational and career plans with the project director and staff members. Alumni still cherished their relationship to the program, and were anxious to participate in program events such as Asian Night.

VII. FINDINGS

ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments and procedures, and the results of the testing to evaluate student achievement in 1981-1982. Students were assessed in English-language development, growth in their mastery of their native language, knowledge of their cultural heritage, mathematics, social studies, and science. The following are the areas assessed and the instruments used:

English achievement -- Stanford Achievement Test, Primary III Level

Reading and native language arts achievement -- Teacher-made tests

Mathematics performance -- Teacher-made tests

Science performance -- Teacher-made tests

Social studies performance -- Teacher-made tests

Cultural heritage -- Teacher-made tests

Attendance -- School and program records

Statistical and educational significance are reported for pre/post standardized tests of English reading achievement in Table 10. The same analyses were done on the results of pre/post teacher-made tests of native language arts and reading achievement. Statistical significance was determined through the application of the correlated t-test model. This statistical analysis demonstrates whether the difference between pre-test and post-test mean scores is larger than would be expected by chance variation alone; i.e. is statistically significant.

This analysis does not represent an estimate of how students would have performed in the absence of the program. No such estimate could be made because of the inapplicability of test norms for this population, and the unavailability of an appropriate comparison group.

Educational significance was determined for each grade level by calculating an "effect size" based on observed summary statistics using the procedure recommended by Cohen.* An effect size for the correlated t-test model is an estimate of the difference between pre-test and post-test means expressed in standard deviation units freed of the influence of sample size. It became desirable to establish such an estimate because substantial differences that do exist frequently fail to reach statistical significance if the number of observations for each unit of statistical analysis is small. Similarly, statistically significant differences often are not educationally meaningful.

Thus, statistical and educational significance permit a more meaningful appraisal of project outcomes. As a rule of thumb, the following effect size indices are recommended by Cohen as guides to interpreting educational significance (ES):

a difference of 1/5 = .20 = low ES

a difference of 1/2 = .50 = moderate ES

a difference of 4/5 = .80 = high ES

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*Jacob Cohen. Statistical Power Analysis for the Behavioral Sciences (Revised Edition). New York: Academic Press, 1977 Chapter 2.

Information is provided on students' performance in native language arts and reading at various test levels. Performance breakdown by level are reported by language: Chinese-Cantonese (Table 11), Chinese-Mandarin (Table 12), Vietnamese (Table 13), and Korean (Table 14).

Rates of success of students in mathematics, science, social studies, native language arts and cultural heritage courses taught in the bilingual program are reported by grade. These tables contain the numbers of students reported as taking the relevant courses and the percent passing, for fall and for spring courses separately. Data are also reported for program students who were taking mainstream courses in the same content areas and received instruction in English only. Tables 15, 16, and 17 report data for performance in subject areas by grade.

A comparison of the attendance rate of program participants with that of the school as a whole is presented in Table 18. This table contains the average rates for the school and for the program (by grade), the percent difference, values of the z statistic, and its level of statistical significance. Although the z statistic used here is slightly different than the t described above, it again indicates the extent to which the observed percentage difference varies from what might be expected by chance.

TABLE 10

English Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in English Reading Achievement of Program Students with Full Instructional Treatment on the Stanford Achievement Test, Primary III Level, by Grade

		Pre-Test		Post-Test						
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/post	T-test	Level of Significance	Educational Significance
9	85	55.8	19.0	69.8	21.8	14.0	0.85	11.5	.01	1.10
10	137	76.2	23.8	91.7	27.8	15.5	0.87	13.1	.01	1.05
11	52	105.4	21.1	120.1	18.7	14.6	0.87	10.3	.01	1.16
12	19	91.5	23.6	110.8	27.1	19.3	0.62	3.8	.01	0.94
TOTAL	293	76.5	27.7	91.6	30.2	15.2	0.90	19.5	.01	1.07

- In general, students pre- and post-tested on the Stanford Achievement Test show gains that are statistically and educationally significant. The results met the program objective of statistically significant gains.

- Students at all grade levels show gains that are highly significant statistically and educationally.

TABLE 11

Cantonese Language Arts and Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in Cantonese Language Arts and Reading Achievement of Students with Full Instructional Treatment on Teacher-Made Tests, by Test Level

Test Level	N	Pre-Test Mean	Pre-Test Standard Deviation	Post-Test Mean	Post-Test Standard Deviation	Mean Difference	Corr. Pre/post	T-test	Level of Significance	Educational Significance
1	25	74.8	11.1	81.6	9.1	6.8	0.89	6.6	.01	1.13
2	39	76.8	10.2	82.3	10.0	5.4	0.94	9.6	.01	1.17
3	41	78.7	10.6	84.2	12.1	5.3	0.85	5.4	.01	0.91
4	6	82.5	5.2	87.3	6.5	4.8	0.99	8.0	.01	1.37

.Cantonese-speaking students pre- and post-tested on teacher-made tests of language and reading at levels 1-4 show gains that are statistically and educationally significant.

TABLE 12

Mandarin Language Arts and Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in Mandarin Language Arts and Reading Achievement of Students with Full Instructional Treatment on Teacher-Made Tests, by Test Level

Test Level	N	Pre-Test Mean	Pre-Test Standard Deviation	Post-Test Mean	Post-Test Standard Deviation	Mean Difference	Corr. Pre/post	T-test	Level of Significance	Educational Significance
1	10	82.1	7.9	87.4	7.1	5.3	0.94	6.28	.01	1.26
2	17	82.1	13.4	86.2	11.7	4.1	0.99	8.02	.01	1.24
3	22	84.7	10.4	88.5	9.8	3.7	0.95	5.47	.01	1.09
4	9	84.0	10.6	88.0	9.7	4.0	1.00	9.8	.01	1.38

.Mandarin-speaking students pre- and post-tested on teacher-made tests of language and reading at levels 1-4 show gains that are statistically and educationally significant.

TABLE 13

Vietnamese Language Arts and Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in Vietnamese Language Arts and Reading Achievement of Students with Full Instructional Treatment on Teacher-Made Tests, by Test Level

Test Level	N	Pre-Test Mean	Pre-Test Standard Deviation	Post-Test Mean	Post-Test Standard Deviation	Mean Difference	Corr. Pre/post	T-test	Level of Significance	Educational Significance
1	7	70.7	13.0	79.9	10.9	9.0	0.87	3.8	.01	1.18
2	3	76.7	10.4	81.7	10.4	5.0	1.00	*	*	*

*The numbers are too low for a t-test analysis to be meaningful.

.Vietnamese-speaking students pre- and post-tested on teacher-made tests of language and reading at level 1 show gains that are statistically and educationally significant.

TABLE 14

Korean Language Arts and Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in Korean Language Arts and Reading Achievement of Students with Full Instructional Treatment on Teacher-Made Tests, by Test Level

Test Level	N	Pre-Test Mean	Pre-Test Standard Deviation	Post-Test Mean	Post-Test Standard Deviation	Mean Difference	Corr. Pre/post	T-test	Level of Significance	Educational Significance
1	10	81.1	8.9	89.0	4.6	7.8	0.79	4.14	.01	1.15
2	13	78.5	8.9	85.0	9.3	6.3	0.96	9.11	.01	1.31
3	17	80.1	7.7	86.2	7.4	6.1	0.92	8.5	.01	1.27
4	5	80.0	7.9	86.8	7.3	6.8	0.82	3.3	.03	1.21

.Korean-speaking students pre- and post-tested on teacher-made tests of language and reading levels 1-4 show gains that are statistically and educationally significant.

TABLE 15

Number and Percent of Students Passing Teacher-Made Examinations in Subject Areas by Grade and Language of Instruction (Fall)

Subject	Grade	ENGLISH N	ENGLISH Number Passing	ENGLISH Percent Passing	NATIVE LANGUAGE N	NATIVE LANGUAGE Number Passing	NATIVE LANGUAGE Percent Passing	FALL TOTAL N	FALL TOTAL Percent Passing
Mathematics	9	61	45	73.8	2	1	50.0	63	73.0
	10	114	97	85.1	2	2	100.0	116	85.0
	11	1	1	100.0	-	-	--	1	100.0
TOTAL		176	143	81.2	4	3	75.0	180	81.1
Science	9	--	--	--	49	44	89.8	49	89.8
	10	11	11	100.0	80	68	85.0	91	81.0
	11	--	--	--	1	1	100.0	1	100.0
TOTAL		11	11	100.0	130	113	86.9	141	87.9
Social Studies	9	--	--	--	62	57	91.9	62	91.9
	10	7	6	85.7	111	101	91.0	118	91.0
	11	1	1	100.0	1	1	100.0	2	100.0
TOTAL		8	7	87.5	174	159	91.3	182	91.2

.In general, students surpassed the 70 percent passing rate set as the program objective in all grades in the subject areas taught in English and in those taught in the native language.

.The rate of passing was highest for the fall in social studies (91.2 percent), followed by science (87.9 percent).

TABLE 16

Number and Percent of Students Passing Teacher-Made Examinations in Subject Areas by Grade and Language of Instruction (Spring)

Subject	Grade	ENGLISH N	ENGLISH Number Passing	ENGLISH Percent Passing	NATIVE LANGUAGE N	NATIVE LANGUAGE Number Passing	NATIVE LANGUAGE Percent Passing	SPRING TOTAL N	SPRING TOTAL Percent Passing
Mathematics	9	65	44	67.7	2	2	100.0	67	68.6
	10	115	100	87.0	4	4	100.0	119	87.3
	11	1	1	100.0	-	-	--	1	100.0
TOTAL		181	145	80.1	6	6	100.0	187	80.7
Science	9	--	--	--	67	52	77.6	67	77.6
	10	10	10	100.0	68	60	88.2	78	89.7
	11	--	--	--	1	1	100.0	1	100.0
TOTAL		10	10	100.0	136	113	83.0	146	84.2
Social Studies	9	1	1	100.0	82	61	74.4	83	74.6
	10	4	4	100.0	116	109	94.0	120	94.1
	11	-	-	--	1	1	100.0	1	100.0
TOTAL		15	5	100.0	199	171	85.9	204	86.2

.In general, students surpassed the 70 percent passing rate set as the program objective in all grades in the subject areas taught in English and those taught in the native language.

.The results were similar to those of the fall semester: students' rate of passing was highest in social studies (86.2 percent) followed by science (84.2 percent).

TABLE 17

Number and Percent of Students Passing

Teacher-Made Examinations in Native Language Arts and

Cultural Heritage by Grade and Semester

Subject	Grade	FALL 1981 N	FALL 1981 Number Passing	FALL 1981 Percent Passing	SPRING 1982 N	SPRING 1982 Number Passing	SPRING 1982 Percent Passing
NLA	9	57	47	82.5	72	66	91.7
	10	132	117	88.6	132	127	96.2
	11	54	54	100.0	53	53	100.0
	12	17	17	100.0	14	14	100.0
TOTAL		260	235	90.4	271	260	96.0
Cultural Heritage	10	9	9	100.0	9	9	100.0
	11	53	53	100.0	53	53	100.0
	12	23	23	100.0	20	20	100.0
TOTAL		85	85	100.0	82	82	100.0

.In general, students surpassed the 70 percent rate of passing set as the program objective for native language achievement and cultural heritage, in all grades both semesters. These results were interpreted by the program director as an indication of students' positive attitude toward their native cultures.

TABLE 18

Significance of the Difference Between

Program and School Attendance Percentages

Grade	N	Mean Percentage	Standard Deviation
9	103	96.1	7.0
10	147	95.5	6.6
11	1	98.9	0.0
TOTAL	251	95.8	6.7

Average School-Wide Attendance Percentage: 87.56

Percentage Difference = 8.24 z = 3.79 p = .0001

.The difference between the attendance percentage of program students and the school-wide attendance is 8.24 percentage points. This difference is statistically significant at the .0001 level.

.The mean percentage ranges from 95.5 for grade 10 to 98.9 for grade 11.

VII. CONCLUSIONS AND RECOMMENDATIONS

The evaluation objectives and the results for each area are as follows.

Objective: Chinese and Korean bilingual curriculum materials developed by the Title VII program will be effective.

Findings: Curriculum has been developed for all content areas;

Resource specialists were able to coordinate and reinforce curriculum effectively through the new coordinating network of bilingual teachers attending their subject discipline departments.

Objective: The program staff will develop and maintain their knowledge and competency in the philosophy, principles, and practices of bilingual/bicultural education.

Findings: Five staff members have taken courses in institutes of higher education;

One staff member received a Ph.D. in bilingual education;

A significant number of staff members have participated in citywide or statewide conferences and workshops;

Three staff members have made noticeable professional advancement.

Objective: A significant number of student participants will complete a high school education and will develop the necessary skills and attitudes for admission into college.

Findings: Seventy-one graduates of the 1982 class were former participants in the bilingual program;

All of them have been admitted into either four-year or two-year colleges.

STUDENT ACHIEVEMENT

Objective: Students will achieve statistically significant (α = .05) gains in English reading.

.Title VII - statistically significant difference between pre- and post-test scores the Stanford Achievement Test.

.Chapter 720 - statistically significant difference between expected and post-test scores on the Stanford Achievement Test.

Findings: In general, students pre- and post-tested on the Stanford Achievement Test showed gains that are statistically and educationally significant at the .01 level.

The analysis of difference between expected and post-test scores was not done because test norms were not considered to be appropriate for the program population.

Objective: Improvement demonstrated on the New York City Language Fluency Scale.

.Title VII - At least 60 percent of the students will improve one scale point, except those rated "A" initially.

.Chapter 720 - At least 70 percent of the students will improve at least one scale point in the expressive section on levels "A-D." Students rated "E" or "F" will improve to at least a "D" level.

Findings: Data needed to evaluate this objective were not provided. Achievement in English was measured by the Stanford Achievement Test (see Recommendations).

Objective: Students will pass content-area courses.

.Title VII and Chapter 720 - At least 70 percent of the students will exceed the 65 percent passing criterion in the subject areas. (Note: The Chapter 720 objective applies only to social studies.)

Findings: In general, students surpassed the 70 percent passing rate in all grades in the subject areas taught in English and those taught in the native language, both in the fall and spring semesters. While the objective specifies a minimum percent of the program population, findings presented are those for all students for whom data were reported.

Objective: Students will improve their performance in native language arts and reading courses.

.Title VII and Chapter 720 - At least 70 percent of the students will surpass the 65 percent criterion for passing in the native language arts and reading courses.

Findings: In general, students surpassed the 70 percent passing rate set as the program objective. Data were reported for more than 70 percent of the program students. Overall, these students surpassed the program objective in all grades, in both fall and spring semesters.

Analysis of pre/post teacher-made tests of native language and reading achievement show that gains made by all language groups were significant both statistically and educationally.

Objective: Parents will improve in English.

.Title VII - Sixty percent of the parents participating in E.S.L. instruction will score above 70 percent on teacher-made tests.

Findings: Data needed to evaluate this objective were not provided. However, under the Parental Involvement section (page 26), it is reported that, of 40 parents enrolled in E.S.L. classes, more than half completed the entire course (see Recommendations).

Objective: Students will improve their attendance rates.

.Chapter 720 - There will be a statistically significant difference between the attendance rate of program students and the school-wide student population. The difference in favor of program students will be significant at the .05 level.

Findings: The difference between the attendance percentage of program students and the school-wide attendance is 8.24 percentage points, and is statistically significant at the .0001 level. Therefore, the program surpassed the criterion set as the objective.

In summary, it may be concluded that the project has made considerable progress toward its ultimate goals, and has substantially met its objectives for the year of operation.

The evaluation team recommends the following:

1. Program staff should continue their cooperative endeavors to open communication channels to promote understanding among the multi-ethnic groups in the school and in the community.

2. One paraprofessional might be assigned to help the bilingual grade advisor, to reduce her workload and to increase her availability to students, especially overaged students who need a great deal of assistance.

3. Additional counseling geared toward the specific concerns of overaged students might be provided. They need specific advice about alternatives which will help them to cope with the prospect of leaving school without a diploma.

4. Orientation groups might help for new program students to enhance their understanding of program purposes and to develop their social skills in a relaxed, informal setting.

5. The program should consider expanding the use of instruction in English in content-area classrooms in order to break student/teacher dependency and to reduce the risk of students feeling lost and inadequate once they leave a bilingual setting.

6. The program might work toward expanding parental involvement in formulating its instructional goals and extracurricular activities.

7. The program should review its objectives and revise them as necessary as its population changes over time. All efforts should be made to measure student and program outcomes, and to provide the necessary data, in accordance with the objectives proposed for evaluation.